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IDENTIFIERS	Project CHOICE

ABSTRACT

This teaching unit on the family is part of the Consumer and Family Studies Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains twelve lessons designed to make students aware of family interaction and the need for shared responsibilities, shared recreation, and shared emotions. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS
Division of Instructional Services

Project CHOICE
#166

A CAREER UNIT FOR GRADES K-2

THE FAMILY

(Consumer and Family Studies Career Cluster)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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October, 1979

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
Kernville Union School District
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Sharon Shires
Rio Bravo - Greely Union School District
Cynthia Silliman
Richland School District

Janet S Wells

Janet Wells
Career Education Resource Teacher
Guidance Services

Consumer and Family Studies Career Cluster

THE FAMILY

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Consumer and Family Studies Career Cluster

THE FAMILY

RATIONALE

All children are part of some type of family unit. Students will become aware of their responsibilities and appreciate the need for a family to work together. Included in this unit are activities designed to make the children aware of family inter-action and the need for shared responsibilities, shared recreation and shared emotions.

GOALS

Through this unit, the students will:

- -Become aware of the operation of a household.
- -Become aware of the job responsibilities of the adult member or members outside the home.
- -Become aware of the various job responsibilities in the home, how families share recreation time, and the contribution made by each member of the family.
- -Gain an understanding of the need for goods such as food, clothing, shelter and the costs involved.
- -Begin to appreciate and respect the rights, property and feelings of others.
- -Acquire a broader knowledge of the various types of homes where families live.
- -Become aware of the various kinds of family units in one household.
- -Realize the importance of safety rules and good health practices to be used at home.

PERFORMANCE OBJECTIVES

The children will be able to:

- -Name at least 4 skills necessary in the operation of a household.
- -Identify at least 4 job responsibilities of the adult or adults outside the home.

-Tell at least 10 jobs in the home and name the person responsible for doing each one.

-Tell why each of the following is important:
food, clothing, shelter and money.

-Tell at least 2 ways of showing respect for the rights, property and feelings of others.

-Name at least 3 different types of homes and tell how they are different.

-Name at least 4 different types of family units, naming the members of the family.

-Give at least 3 safety rules and tell why they are important.

-Name at least 2 good health practices and tell why they are important.

ENTRY LEVEL ASSESSMENT
(To be used as a pre-test and a post-test.)

Use this informal inventory to determine the class awareness of the family unit:

1. What is a family?
2. What are 3 of the basic needs of every family?
3. Name 8 jobs around the home and tell who is responsible for doing each one.
4. Why do adults work outside of the home?
5. How can you show another member of your family that you respect their rights and property?
6. Name at least 3 different types of homes and how they are different.
7. When we think of a family, we think of a mother, father, and children. Name the members of another family.
8. Name at least 2 safety rules and tell why each one is important.
9. Tell at least 2 ways to stay healthy.

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

THE USE OF TASK CARDS

Task cards prepared for use at Pre-K, K, and grade 1 will require the help of a tutor or parent volunteer in order for the directions to be read and explained. The size of the group doing the tasks will depend on class make-up and needs. It is not the intention that all task cards be completed by every student. In some instances total group activities of one task card would satisfy the purpose.

It is suggested that due to the amount of material available for this unit, a library and audio-visual center be set up in the room and teacher selected materials be placed in these centers, changing often to fit all the needs of the students and lesson objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment should be utilized in this unit:

- -Library books, as listed.
- -Films, filmstrips, as listed.
- -Film projector, filmstrip projector or viewer.
- -Tapes, tape recorder.
- -A variety of art materials.
- -Piano.
- -Task cards.
- -Study prints, as listed.

Books:

Title	Dewey Number	Author
Families and Their Needs	301.42 & PR I	Anderson
Kid Brother	CL2	Beim
Wanted ... a Brother	CL2	Bell
Who's a Pest?	C12	Bonsall
Nicky's Sister	CL2	Brenner
William, Andy and Ramon	301.15 & PR I	Buckley
Looking for Susie	CL1	Cook
Lisa and the Grompet	RA	Coombs
Silly Mother	RA	Duncan
My Mother and I	811	Fesher

Title	Dewey Number	Author
The New Pet	CL1	Flack
Is It Hard? Is It Easy?	CL1	Green
I Want to Be a Homemaker	CL2	Greene
About Family Helpers	CL1	Hoffman
Hooray for Jasper	CL3	Horvath
Let It Rain!	CL2	Koch
How to Behave and Why	170	Leaf
Little Family; A Little Book	PB	Lenski
Benji On His Own	RA	Lexau
Where are the Mothers	PB	Marino
David Was Mad	PB	Martin
Do You Have Time, Lydia?	RA	Ness
Daddies and What They Do All Day	CL1	Puner
Father Is Big	CL1	Radlauer
Evening	PB	Radlauer
My Family	301.42	Schlein
How Do I Feel?	RA	Simon
Alexander and the Terrible, Horrible, No Good, Very Bad Day	PB	Viorst
The Hating Book	PB	Zolotow
Fathers At Work		Radlauer

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Films:

3918 Telephone For Help
3671 Parents - Who Needs Them?
5949 Families and Recreation - Fun Is For Everyone
5951 Families and Shelters - A House For The Hernandez
3574 Family - The Boy Who Lived Alone
5959 Farm Family In Autumn
5960 Farm Family In Winter
2210 Guidance - Big Sister
5466 Fairness Game
3866 Look At You - Health
3790 Five Families

Study Prints:

6077 Home Activities
6574 What We Do Day By Day

COMMUNITY RESOURCES

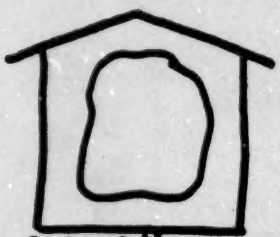
The following persons may be used as resource persons in this unit:

-Parents, working and non-working
-School personnel
-Brothers and sisters

Bulletin Board Ideas

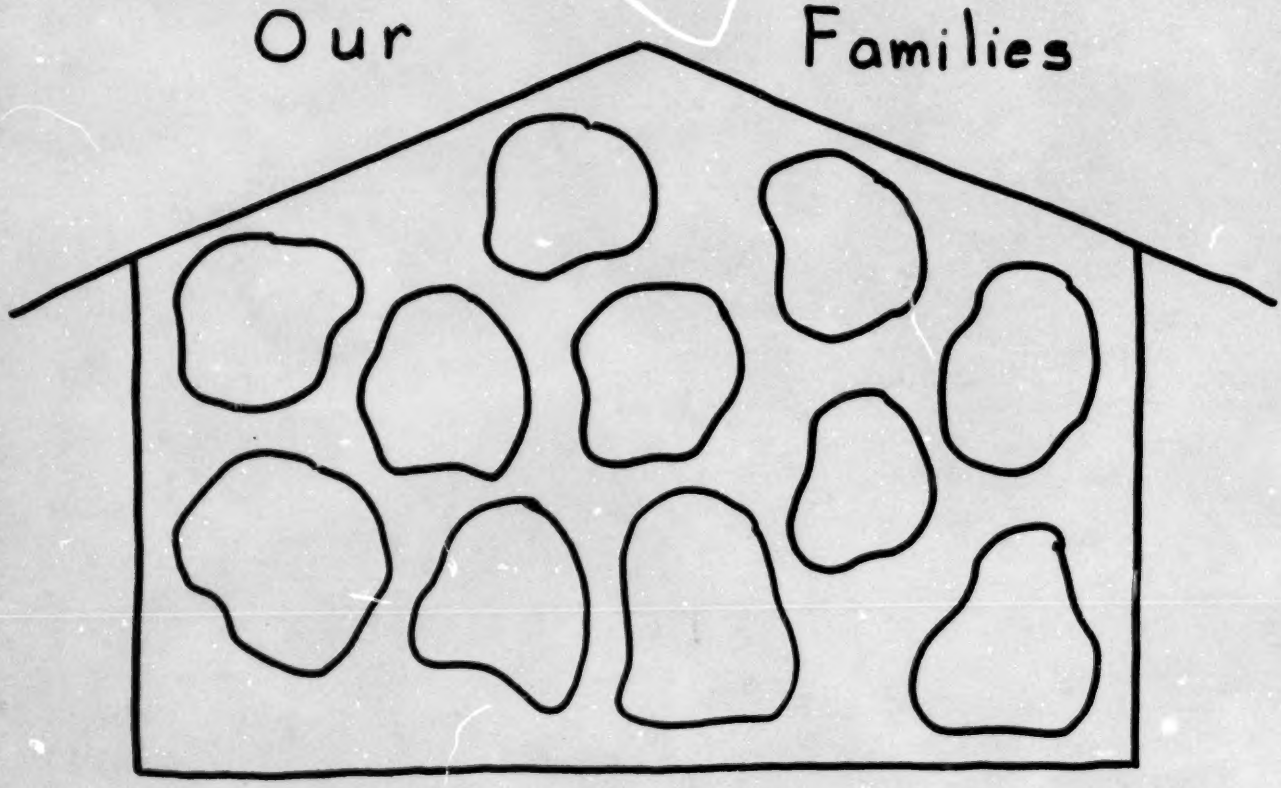
Plan 1.

Use black yarn to make an outline of a house on the bulletin board. Each child finds their own name under the house outline and pin their family picture in the house.



(Child's name)

Plan 2. Make just one large house to use for all the family pictures.



INSTRUCTIONAL STRATEGY: LESSONS 1-12

Lesson 1

PURPOSE

To develop an awareness of the family as a unit, identify the members of various family units, and note differences of the composition of family units.

MATERIALS

1. Entry Level Assessment.
2. Tape recorder.
3. Crayons.
4. 12 x 18 manila or newsprint.

INTRODUCTION

Say: "How many of you are a part of a family? How many members are in your family? Name them. Are all families alike? How are they different? Today I would like you to each draw a picture of your family."

CLASS ACTIVITIES

1. Pre-test.
2. Class discussion based on introduction, naming family members.
3. Color a picture of the members of the family.

SUMMARY

1. Individuals share their family pictures.
2. If one of the bulletin board plans is used, have each child put their own picture on the board.

Lesson 2

PURPOSE

To become more aware of the three basic physical needs of a family, such as food, clothing, shelter and the costs involved.

MATERIALS

1. Task cards 1 to 4.
2. Chart paper.
3. Felt pen.
4. Book (optional): Families and Their Needs, by Anderson.
5. Magazine pictures of families.
6. Paste.
7. Scissors.
8. Manila paper.

INTRODUCTION

Say: "Where do you live? Why do we need homes? Shelter is very important for us. What else does every family need? Most families have three basic physical needs. Let's make a chart to see if our families have the same needs as others." (The chart should include food, shelter and clothing.)

CLASS ACTIVITIES

1. Make a chart of family needs.
2. Read and discuss the book (optional.)
3. Task cards.
4. Cut out pictures to illustrate the basic physical needs of families.

SUMMARY

1. Review chart of family needs.
2. Individual reports from children using task cards.
3. Share pictures of families and describe the particular need illustrated.

Lesson 3

PURPOSE

To help children discover the various types of homes and become aware of the differences in living patterns due to the family dwelling.

MATERIALS

1. Film (optional):
   MP 5951 Families and Shelters - A House for the Hernandez.*
   *Available at Instructional Resource Center, Superintendent of Schools Office.
2. Chart paper.
3. Felt pen.
4. Pictures of various homes (at least 4 from magazines).
5. Task cards 1 to 6.

INTRODUCTION

Say: "Look at the pictures. Tell us something about #1, #2, #3, #4. If you could choose any of these to live in, which would you like? Why? How would your life be different in each one? What are the advantages of a trailer, farm, apartment, house? What are the disadvantages?"

CLASS ACTIVITIES

1. Show film.
2. Class discussion based on film and/or introduction.

SUMMARY

1. Review chart of various homes; advantages and disadvantages of each.
2. Individual reports from children using task cards.

Lesson 4

PURPOSE

To gain an awareness of the general overall operation of home during a typical day.

MATERIALS

1. Chart paper.
2. Felt pen.
3. Task cards 1, 2, 7 to 13.
4. Film (optional):
   MP 3671 Parents - Who Needs Them.*
   *Available at the Instructional Resource Center, Superintendent of Schools Office.

INTRODUCTION

Say: "What did you do today before you came to school? What did mother do? What did father do? What do you think your mother is doing while you are at school: Father? What will happen today when everyone is home?"

CLASS ACTIVITIES

1. List the activities of each member of the family during the day.
2. Show film.

SUMMARY

1. Review class chart.
2. Individual reports from children using task cards.

Lesson 5

PURPOSE To become more aware of the job responsibilities of adults away from the home.

MATERIALS

1. Resource persons, working parents.
2. Chart paper.
3. Felt pen.
4. Film (optional): MP 2626 How Will I Grow *

   *Available at Instructional Resource Center, Superintendent of Schools Office.
5. Task cards 1, 2, 11, 12.

INTRODUCTION Say: "If I were to ask you what your mother and/or father do away from home, most of you would probably say work. Today we have ____name____ and ____name____ who are going to tell us about their job responsibilities away from home."

CLASS ACTIVITIES

1. List responsibilities of parents outside of the home.
2. View film or select one from the Instructional Materials list.
3. Task cards.

SUMMARY

1. Review chart.
2. Individual reports from children using task cards.
3. Pass out questionnaire, next page.

Dear Parents:

Would you please help us in our study of family life by filling out the following questionnaire and returning it to school tomorrow with your child?

Thank you for taking the time to help.

_____
(Teacher)

1. How many members are there in your household?

2. How many are adults?

3. How many are children under 18?

4. How many adults work other than duties connected with running a home?

5. Briefly list a few responsibilities of each working adult that is connected with the tasks performed outside of the home.

6. Briefly list a few responsibilities your child or children assume at home.

Lesson 6

PURPOSE — To develop child's awareness of his or her role as part of a family unit.

MATERIALS

1. Questionnaires, returned from the previous day.
2. Chart paper.
3. Felt pen.
4. Task cards 1, 2, 13, 14, 15.

INTRODUCTION — Say: "How many of you have some jobs to do at home? Let's list some of them. See, there are other ways in which you can help at home."

CLASS ACTIVITIES

1. Discussion based on introduction.
2. Discuss questionnaires.
3. Task cards.

SUMMARY

1. Review chart.
2. Individual reports from children using task cards.

Lesson 7

PURPOSE

To gain an understanding of why members of a household need to work together, plan recreation together, and how each member contributes.

MATERIALS

1. Chart paper.
2. Felt pen
3. Film:

   MP 5949 Families and Recreation - Fun Is For Everyone.*
   *Available at Instructional Resource Center, Superintendent of Schools Office.
4. Task cards 1, 2, 16, 17, 18.

INTRODUCTION

Say: "Why does your family share job responsibilities at home? What contribution does each member make to the job? Have you ever taken a vacation or done something special for a day? Where did you go? What had to be done before you were ready to go? How did everyone help?"

CLASS ACTIVITIES

1. Class discussion based on introduction, listing places children have been and preparations that were necessary.
2. View film or select from Instructional Materials (optional).
3. Task cards.

SUMMARY

1. Review chart.
2. Individual reports from children using task cards.

Lesson 8

PURPOSE

To become aware of the rights, property and feelings of others and begin to show respect for individuals.

MATERIALS

1. Guidance counselor.
2. Film: MP 5466
   Fairness Game *
   *Available at Instructional Resource Center, Superintendent of Schools Office.
3. Chart paper.
4. Felt pen.
5. Task cards 1, 2, 19, 20.

INTRODUCTION

Say: "How do you feel today? How would you feel if:

1. You saw your best friend crying,
2. You broke your favorite toy,
3. You took your friend's new ball,
4. Your brother told you to go away and leave him alone,
5. Your mother spanked you,
6. Your father bought you an ice cream cone,
7. Your father was sick,
8. Someone broke your bicycle,
9. Your mother had a birthday party for you,
10. When you arrived home from school your grandparents were there?"

Each time, have the children explain why they feel that way.

CLASS ACTIVITIES

1. Guidance counselor discusses:
   a. how people show emotions and why,
   b. respect for others rights and property,
   c. family emotional involvement.
2. View film or select one from the Instructional Materials.
3. List words that show feelings.
4. Task cards.

SUMMARY

1. Individuals report on use of task cards.
2. Review chart.

Lesson 9

PURPOSE To develop children's awareness of the need for good safety rules to be used in the home by all members of the family unit.

MATERIALS

1. Class or School Safety Code Book.
2. Film, filmstrip, and/or pictures of home safety.
3. Chart paper.
4. Felt pen.
5. Task cards 1, 2, 21.

INTRODUCTION Say: "Have you ever had an accident? How did it happen? Why do you think you had the accident? Many accidents happen at home. Let's review some of the rules we have at school. Maybe these can help us think of some safety rules for home."

CLASS ACTIVITIES

1. Class discussion based on introduction.
2. View and discuss film, filmstrip, pictures and/or study prints.
3. List safety rules for home on a chart.
4. Task cards.

SUMMARY

1. Review chart of safety rules.
2. Individuals report on task cards.

Lesson 10

PURPOSE

To develop an awareness of the need for good health practices in the home.

MATERIALS

1. School nurse or parent who can speak about health in the home.
2. Film: MP 3866 Look At You-Health (optional.)
3. Chart paper.
4. Felt pen.
5. 12 x 18 manila paper.
6. Crayons.
7. Task cards 1, 2, 22, 23, 24.

INTRODUCTION

Say: "Today the nurse is going to talk to us about good health. What are some good rules for us to remember so that we can stay healthy."

CLASS ACTIVITIES

1. Nurse discusses good health.
2. View film or select one from the Instructional Materials list, optional.
3. List good health habits.
4. Draw a picture of two ways to help stay healthy.
5. Task cards.

SUMMARY

1. Individuals share pictures of good health practices.
2. Review chart.
3. Individuals report on task cards.

Lesson 11 (Optional)

PURPOSE To gain an awareness of planning and preparing a balanced lunch.

MATERIALS

1. Notes previously sent home to parents, RSVP (see next page.)
2. Soup.
3. Bread.
4. Peanut butter, cheese, jelly.
5. Milk.
6. Coffee pot, coffee.
7. Sugar.
8. Spoons, knives, napkins.
9. Paper plates, bowls, cups.
10. Apples, bananas, oranges.
11. Kettle, ladle.

INTRODUCTION Say: "We've talked about the need to be healthy. What was one of the things the nurse told us we needed? Today, we have invited our mothers and fathers to have lunch with us. Remember we will be the hosts and hostesses and they will be our guests, so it is our job to prepare the lunch and set all the tables. Let's make a list of the different jobs we have to do and then choose a job so everyone knows what he or she has to do."

CLASS ACTIVITIES

1. Prepare the soup, coffee, sandwiches.
2. Set the tables.
3. Wash the fruit.
4. Wash the dishes after lunch.
5. Throw away the trash and clean-up.

SUMMARY Discuss why it is necessary for everyone to help and the jobs that were done.

Dear Parents,

The children have been studying families and one of our recent lessons was about health, including good food. You are invited to lunch next _____. The children will be changing roles with you and acting as hosts and hostesses for the luncheon. The luncheon will be from _____ to _____. Please try to join us. The luncheon will be served in _____.

_____
(Teacher)

Tear off and return to school by (Day and date) _____

_____ I will be able to attend the luncheon.

_____ I will not be able to attend the luncheon.

_____
(Parent's Signature)

Lesson 12

PURPOSE To help develop an awareness of how much the children have learned about families during this unit.

MATERIALS

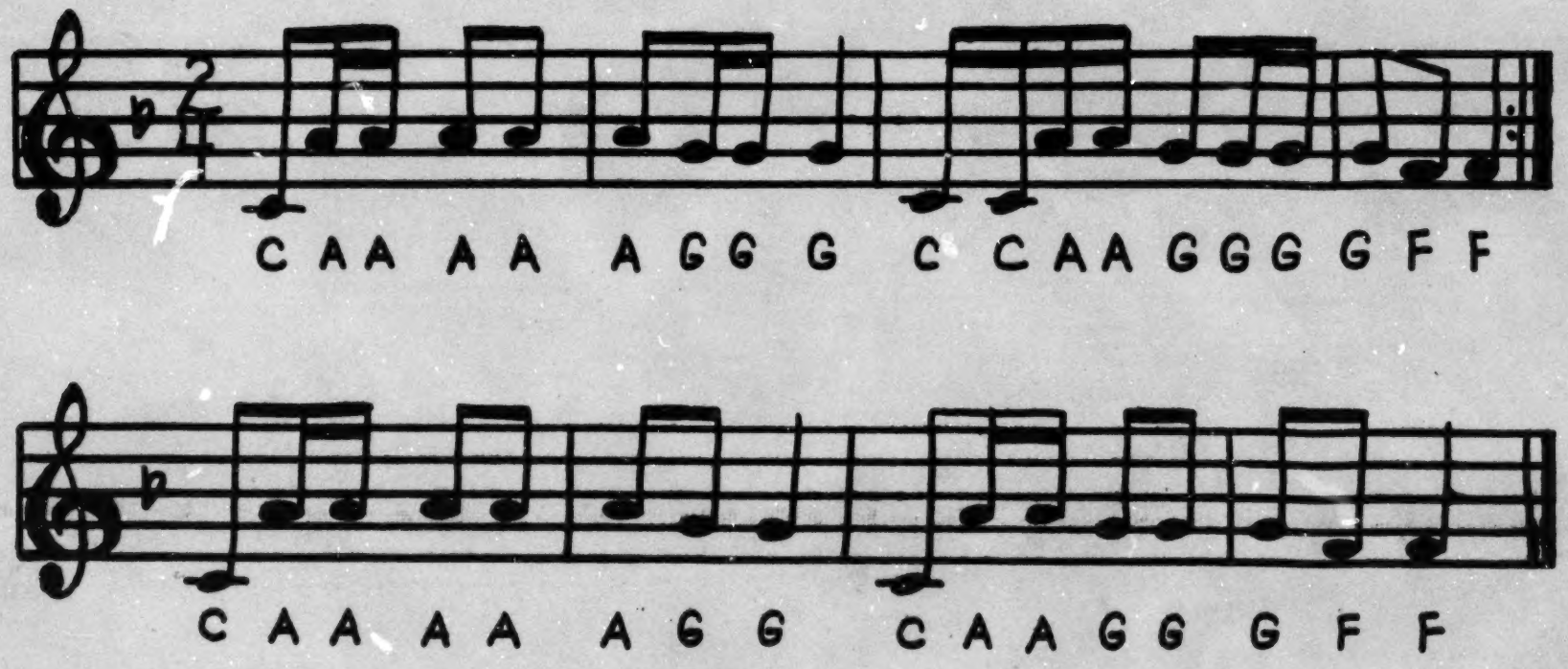
1. Tape recorder.
2. Tape from pre-test.
3. Entry Level Assessment.
4. Task cards.

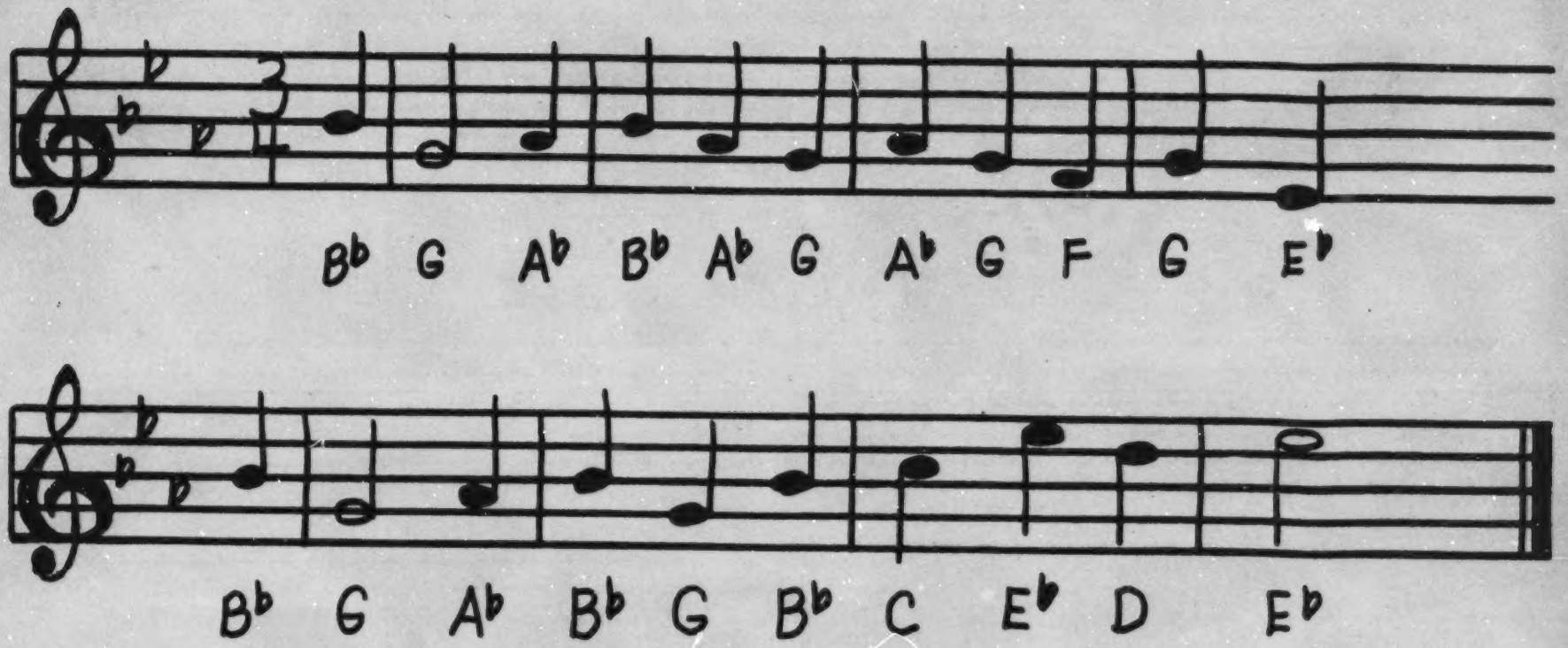
INTRODUCTION Say: "Today let's find out how much we've learned about our family and our role in the family. First, let's listen to the tape we made at the beginning before we studied about families. Then, we'll make another tape and find out how much more we know now."

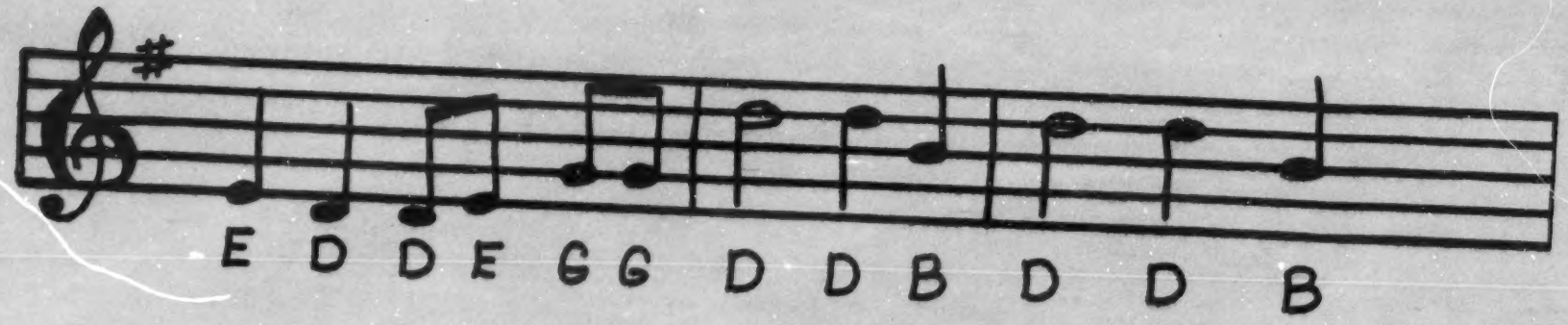
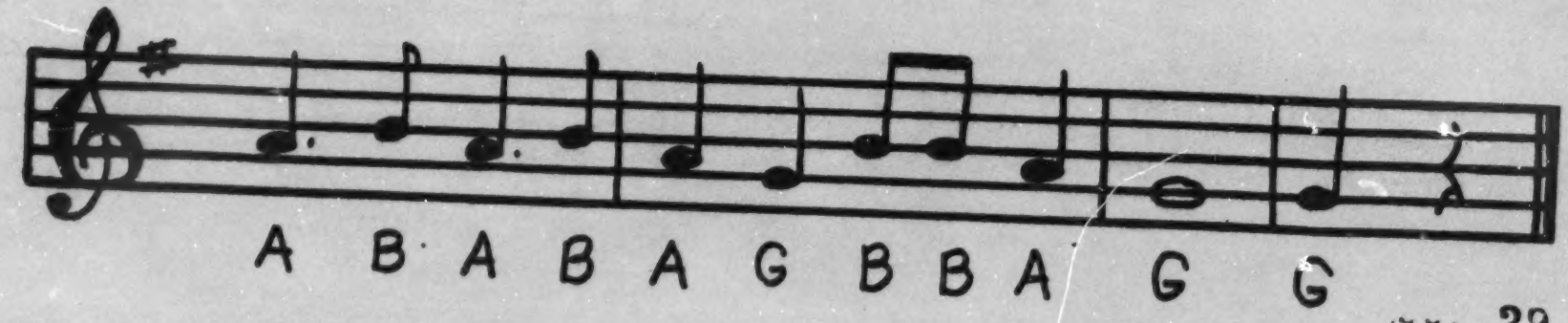
CLASS ACTIVITIES

1. Listen to the pre-test.
2. Make a new tape as a post-test.
3. Free use of task cards and home center.

SUMMARY The children should feel free to express their likes and dislikes of this unit.

Hush, Little Baby

My Family and Pets



(Fathers) Mothers Make a Home

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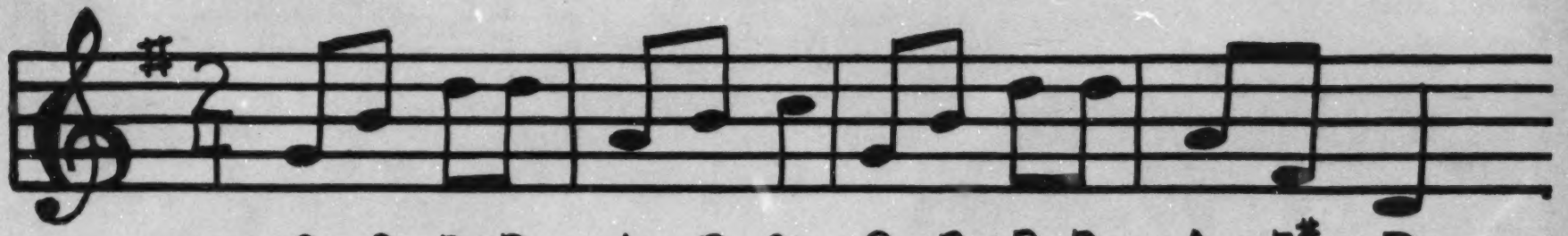
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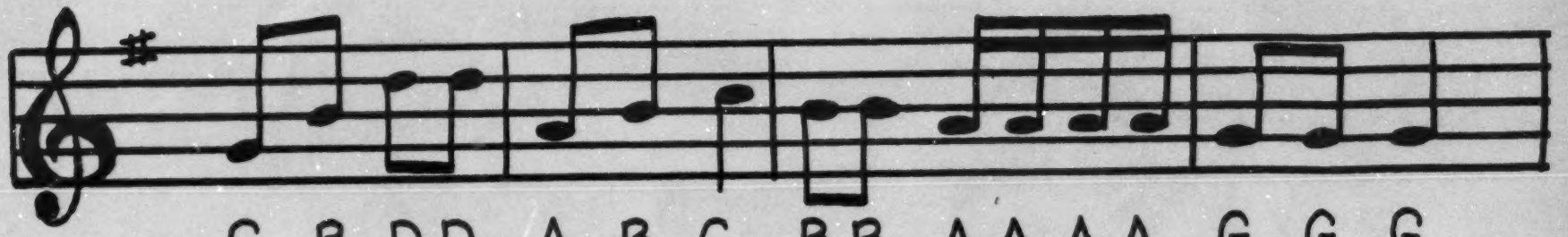

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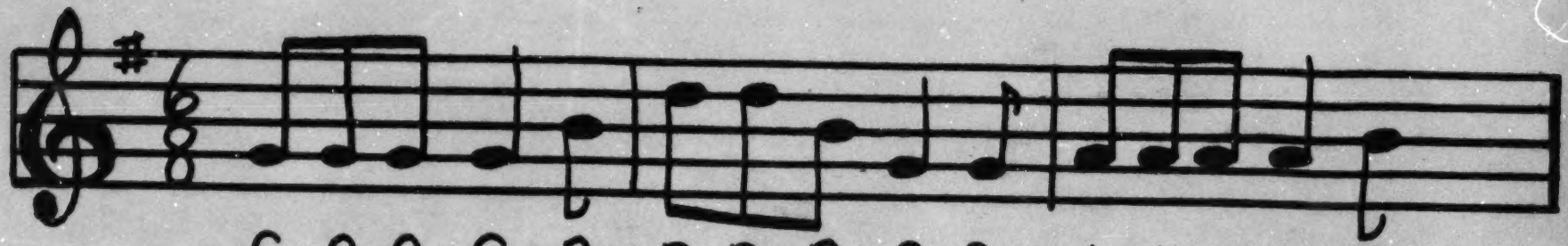
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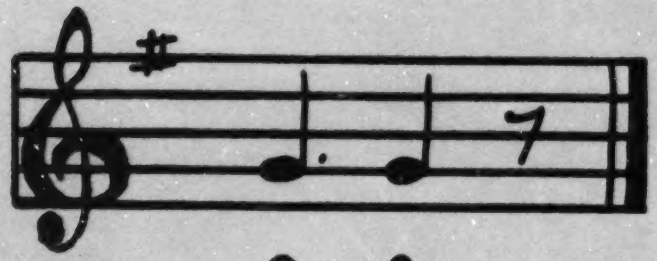
G G

32

33

Zig - Zag Boy and Girl

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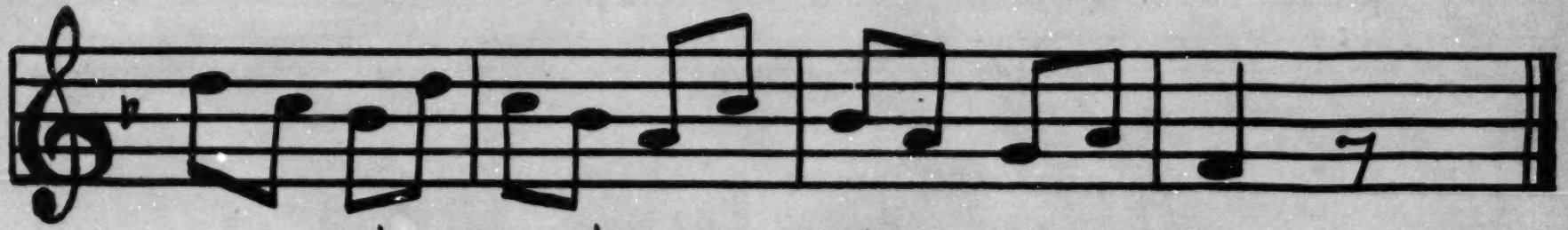
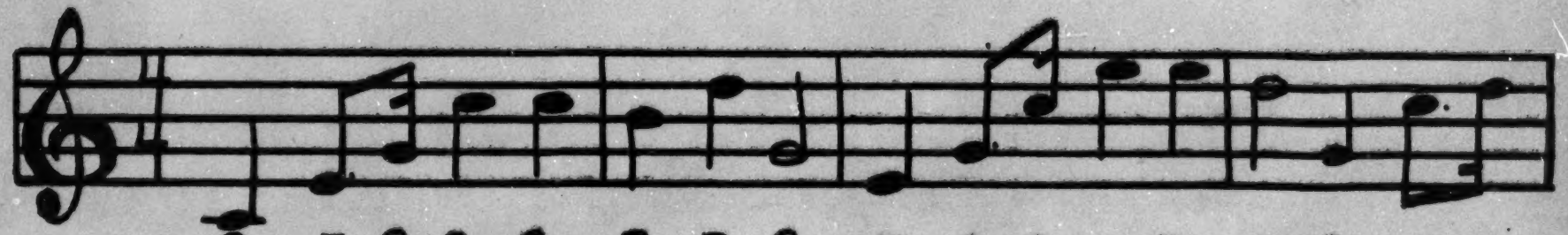
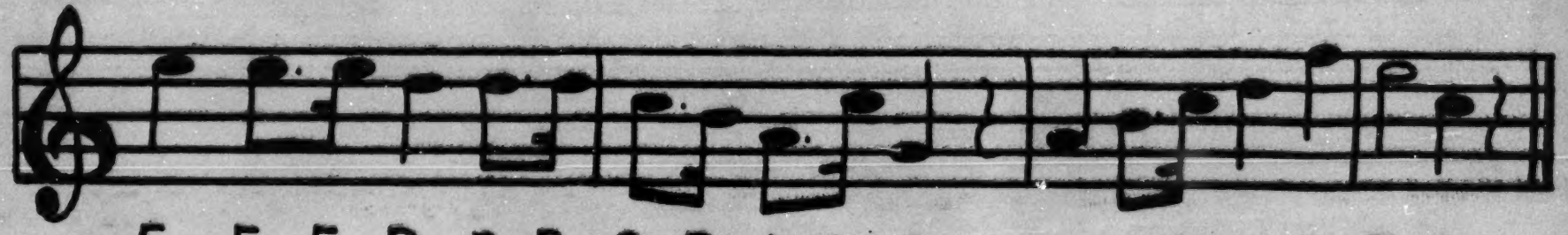

D C B♭ D C B♭ A C B♭ A G A F

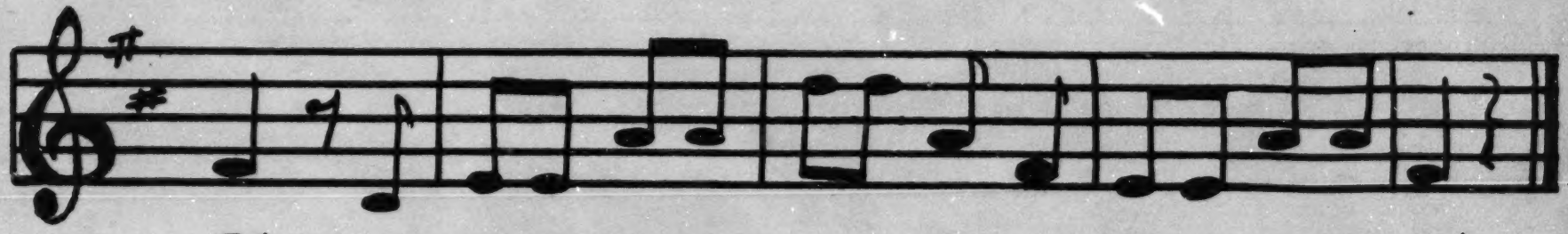
The Three Bears

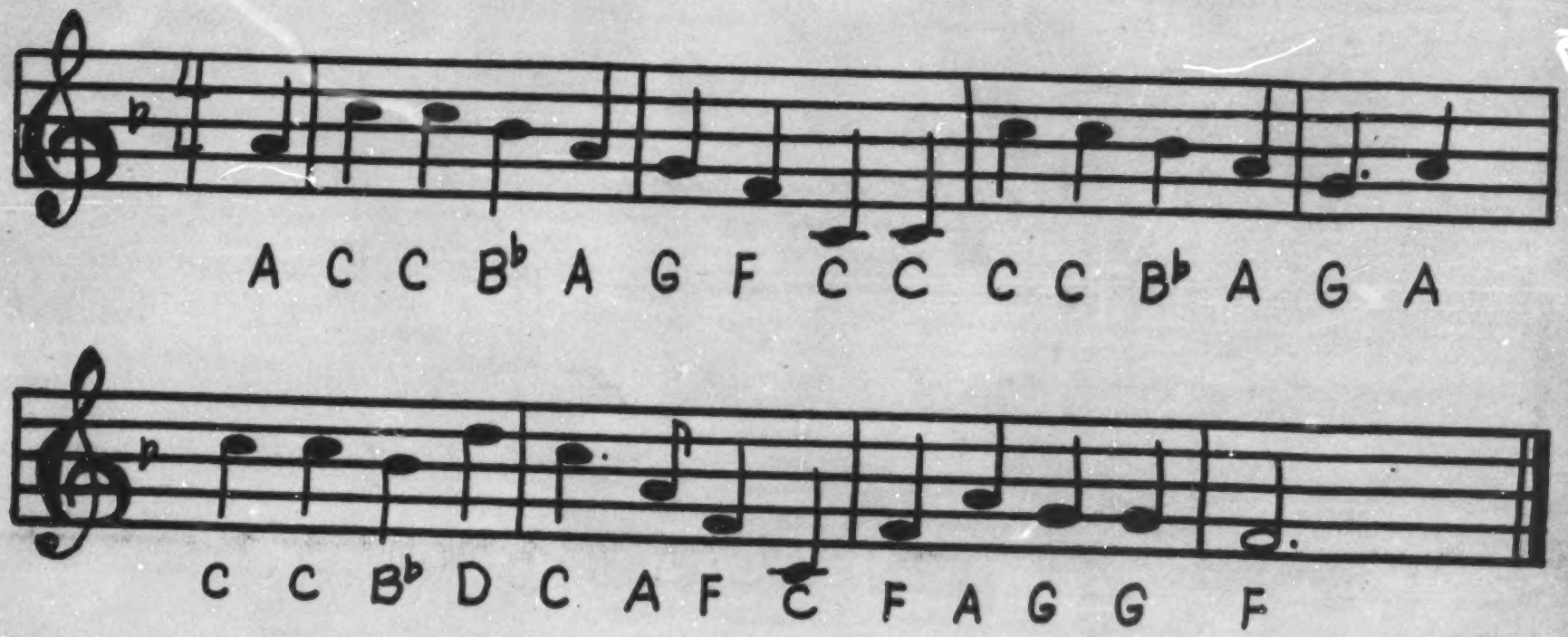


28

36

No. 37

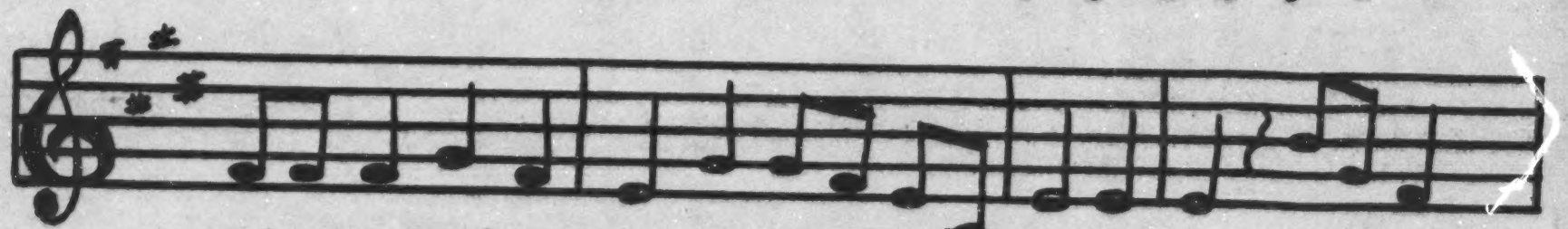
Goldy locks' Song

Since Others Do So Much For Me

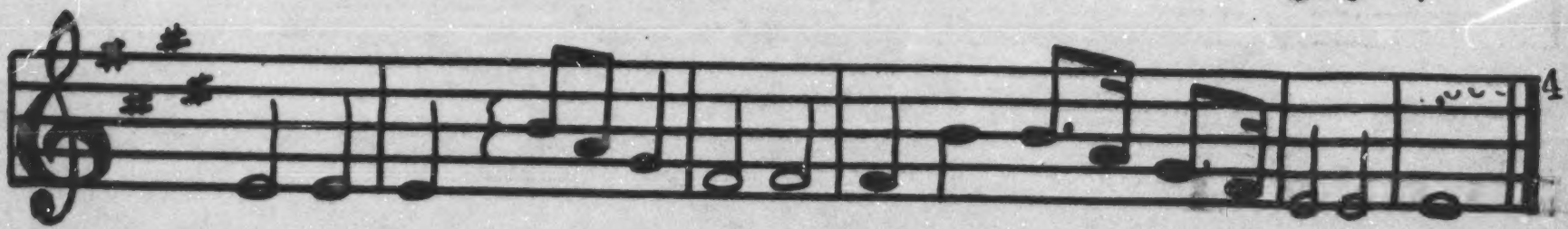


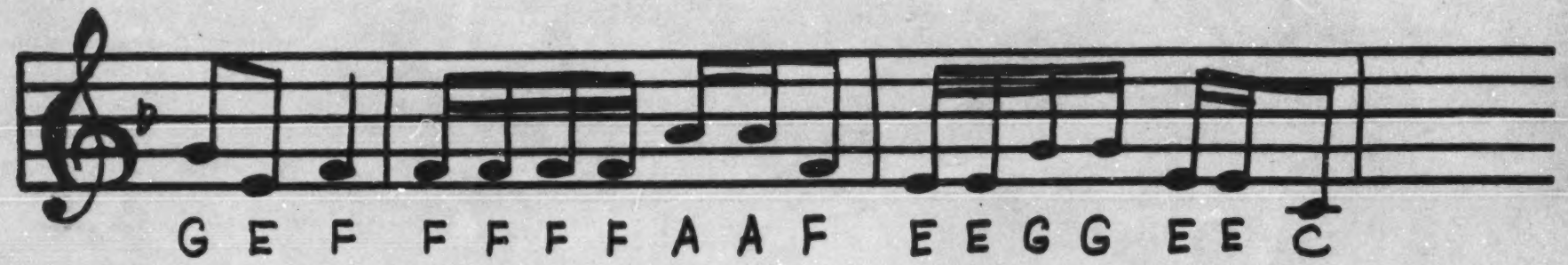
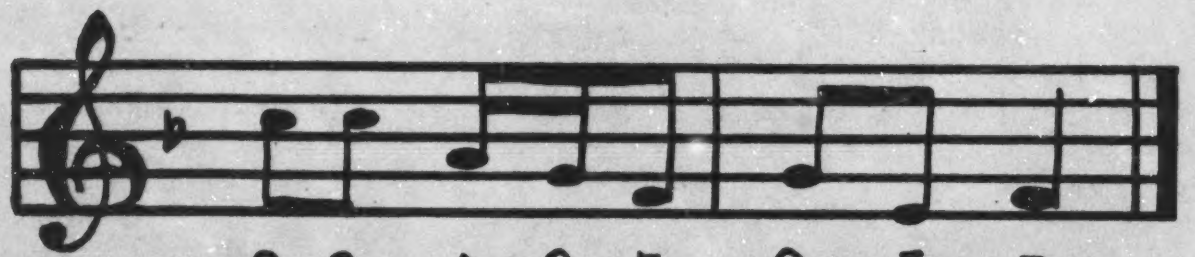
I'm Thankful

31

Goin' to the Zoo





Ha Ha Thisaway

HUSH LITTLE BABY

Hush, little baby, don't say a word,
Mama's going to buy you a mockingbird.
If that mockingbird won't sing,
Mama's going to buy you a diamond ring.
If that diamond ring turns brass,
Mama's going to buy you a lookin glass.
If that looking glass gets broke,
Mama's going to buy you a billy goat.
If that billy goat won't pull,
Mama's going to buy you a cart and bull.
If that cart and bull turn over,
Mama's going to buy you a dog named Rover.
If that dog named Rover won't bark,
Mama's going to buy you a horse and cart.
If that horse and cart break down,
You'll be the sweetest baby in town.
Lullaby, baby sweet of mine,
You'll be asleep by half past nine.

MY FAMILY AND PETS

I love my father, my mother, my brother,
I love them all, and I know they love me.

MOTHERS MAKE A HOME

Mothers make a home, sweet home;
Mothers make a home, sweet home;
Mothers make a home, sweet home;
How I love, I love my mother's beautiful home!

Fathers make a home, sweet home;
Fathers make a home, sweet home;
Fathers make a home, sweet home;
How I love, I love my father's beautiful home!

Beautiful home, sweet home;
Beautiful home, sweet home;
Beautiful home, sweet home;
How I love, I love my home, beautiful home.

LOVE SOMEBODY

Love somebody, yes I do;
Love somebody, yes I do;
Love somebody, yes I do;
Love somebody, but I won't tell who.

MULBERRY BUSH

Here we go round the mulberry bush,
The mulberry bush, the mulberry bush,
Here we go round the mulberry bush,
So early in the morning.

This is the way we wash our clothes,
We wash our clothes, we wash ourclothes,
This is the way we wash our clothes,
So early in the morning.

This is the way we hang our clothes,
Hang our clothes, hang our clothes,
This is the way we hang our clothes,
So early in the morning.

This is the way we iron our clothes,
Iron our clothes, iron our clothes,
This is the way we iron our clothes,
Soeearly in the morning.

This is the way we fold our clothes,
Fold our clothes, fold our clothes,
This is the way we fold our clothes,
So early in the morning.

This is the way we paint the fence,
Paint the fence, paint the fence,
This is the way we paint the fence,
So early in the morning.

This is the way we rake the leaves,
Rake the leaves, rake the leaves,
This is the way we rake the leaves,
So early in the morning.

ZIG-ZAG BOY AND GIRL

I know a little zig-zag boy,
Who goes this way and that;
He never knows just where he puts his coat or shoes or hat.

I know a little zig-zag girl,
Who flutters here and there;
She never knows just where to find her brush to fix her hair.

If you are not a zig-zag child,
You'll have no cause to say
That you forgot, for you will know where things are put away.

THE THREE BEARS

Up in the morning, oh for me,
Up in the morning early,
With the bird and the worm and the busy buzzy bee,
Up in the morning early.

Up in the morning, oh for me,
Up in the morning early,
With the breakfasts to get for one, two, three,
Up in the morning early.

Up in the morning, oh for me,
Up in the morning early,
With Daddy bear and Mummy bear and Baby bear, that's me,
Up in the morning early.

GOLDYLOCKS' SONG

Is anybody in?
Is anybody at home?
Won't anybody answer me?
I'm lost and all alone.

SINCE OTHERS DO SO MUCH FOR ME

Since others do so much for me,
I, too, will freely give,
And help to fill with happiness
This world in which I live.

I'M THANKFUL

I'm thankful for the daily food,
Up on our table spread,
For meat and milk and fruit so good,
For work that brings us bread.

I'm thankful for my bed and rest,
For dark when daylight ends;
Of all my thanks, this is the best;
For family and friends.

GOIN' TO THE ZOO

Daddy's takin' us to the zoo tomorrow,
Zoo tomorrow, zoo tomorrow,
Daddy's takin' us to the zoo tomorrow,
We can stay all day.

Refrain:
We're goin' to the zoo, zoo, zoo.
How about you, you, you?
You can come too, too, too.
We're goin' to the zoo, zoo, zoo.

See the elephant with the long trunk swingin'
Great bigsears and long trunk swingin'
Sniffin' up peanuts with the long trunk swingin'
We can stay all day.

Repeat refrain.

See all the monkeys scritch, scritch, scratchin'
Jumpin' round scritch, scritch, scratchin'
Hangin' by their long tails scritch, scritch, scratchin'
We can stay all day.

Repeat refrain.

Big black bear all huff, a-puffin'
Coats too heavy, he's a-puffin'
Don't get too near the huff a-puffin'
You can't stay all day.

Repeat refrain.

Seals in the pool all honk, honk, honkin'
Catchin' fish and honk, honk, honkin'
Little seals honk, honk, a-honkin'
We can stay all day.

Repeat refrain.

We stayed all day and I'm gettin' sleepy,
Gettin' sleepy, gettin sleepy,
Home all ready and I'm sleep, sleep, sleepy,
We have stayed all day.

Repeat refrain.

HA HA THISAWAY

The words tothis melody should be changed. The children may make suggestions.

Example:

When I was a little boy, (girl)
When I was a little boy, (girl)
When I was a little boy, (girl)
Six years old. (five, six, seven, eight)

I would help my father (mother) work,
I would help my father (mother) work,
I would help my father (mother) work,
At our home.

Refrain:

Ha, Ha, this-a-way;
Ha, ha, that-a-way;
Ha, ha, this-a-way,
Then, oh then.

I would help to make my bed,
I would help to make my bed,
I would help to make my bed,
In my room.

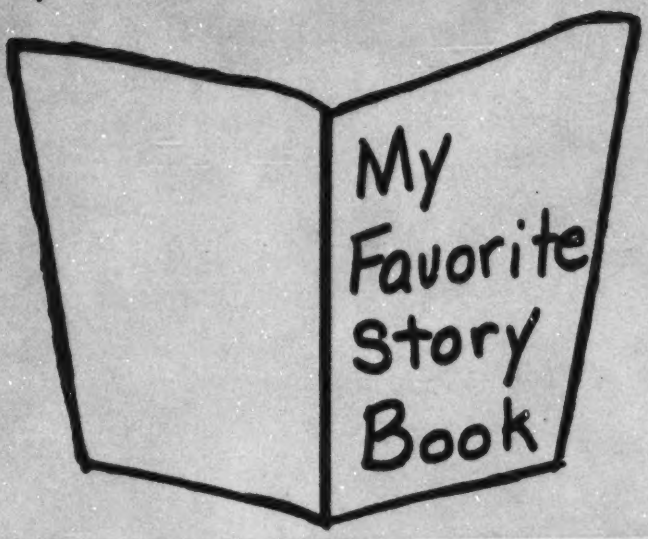
I would help to clean my room,
I would help to clean my room,
I would help to clean my room,
In our home,

Repeat Refrain.

I would help to rake the leaves,
I would help to rake the leaves,
I would help to rake the leaves,
In our yard.

I would help to sweep the garage,
I would help to sweep the garage,
I would help to sweep the garage,
At our home.

Repeat Refrain.



TASK CARD 1

LISTENING TIME!!

You need:

1. book
2. crayons
3. paper

Choose one or two friends to go to the library center with you. Choose a book to read or to look at. After you have finished the book, draw a picture to show what you learned from the book.

TASK CARD 2

LOOK!!

You need:

1. filmstrip viewer or projector
2. Filmstrip

Choose three or four friends to work with you. View a filmstrip. Be ready to share with the class what you learned.

TASK CARD 3

QUIET! PEOPLE AT WORK!

You need:

1. boxes or orange crates
2. chipboard or cardboard
3. wallpaper or construction paper
4. scissors
5. paint
6. brushes

Choose three or four people to work with you. Build a house. Be sure to have a living room, kitchen, bathroom, and bedrooms. You may also want to have a family room, dining room, and garage.

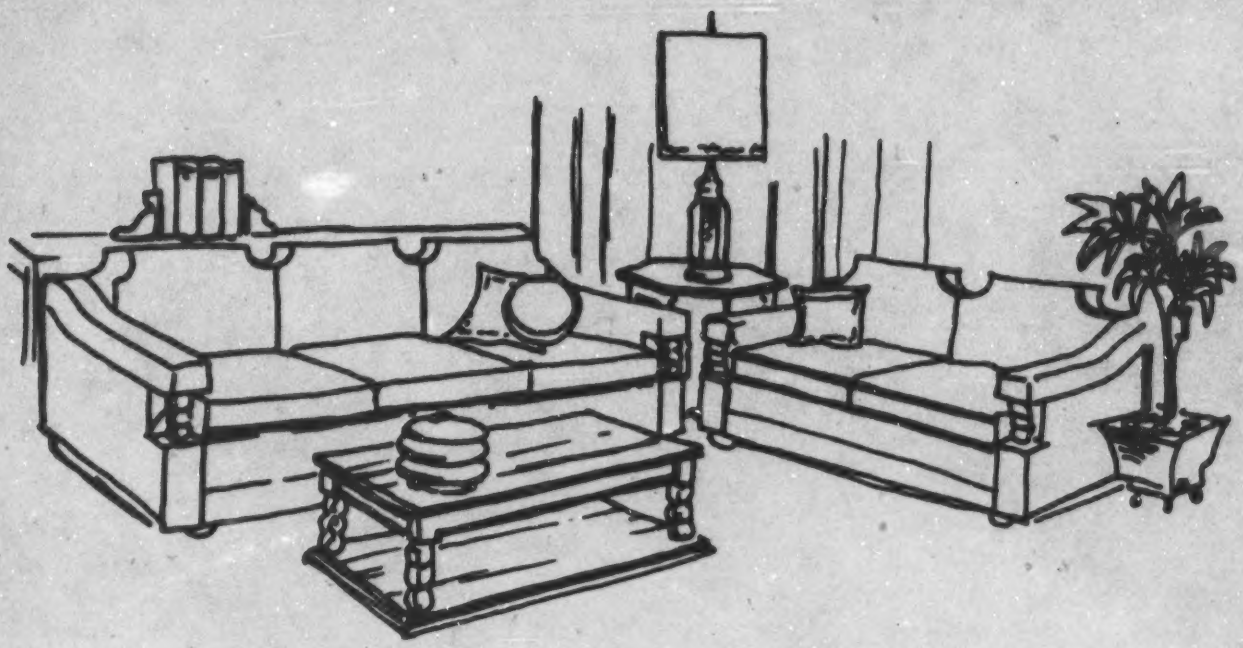
TASK CARD 4

WORK! WORK! WORK!

You need:

1. chipboard or cardboard
2. scissors
3. paste
4. construction paper
5. crayons

Choose two or three friends to work with you. Make some furniture for the house. Be sure you make furniture for each room in the house.



MY ROOM

You need:

1. scissors
2. paste
3. construction paper
4. shoe boxes
5. clay

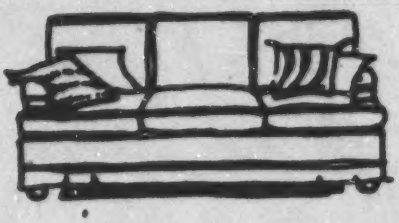
Choose several friends to work with you in a group. Each of you make a diorama of one room in a house. When you are finished, see if you can arrange the dioramas to make one big house.

FAMILY TALK

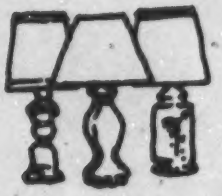
You need:

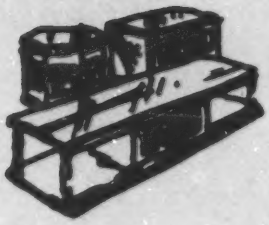
1. lunch sacks
2. construction paper
3. scissors
4. paste

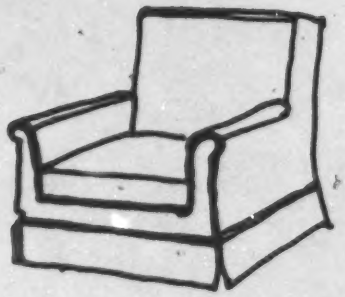
Choose two or three friends to work with you. Make a paper bag puppet family. Think what the puppets might say to each other.



OUR NEW HOUSE





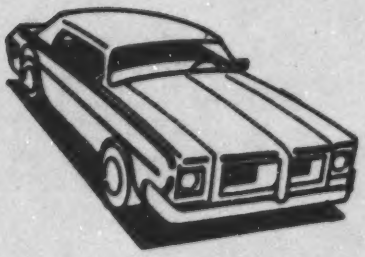


You need:

1. catalogue
2. scissors
3. paste
4. mural paper
5. paint brush
6. black paint

Choose two friends to work with you. Use the black paint to draw lines on the paper to show the rooms in a house. Cut out pictures of furniture for each room from the catalogue. Paste them in the rooms where they belong.

TRAVEL TIME

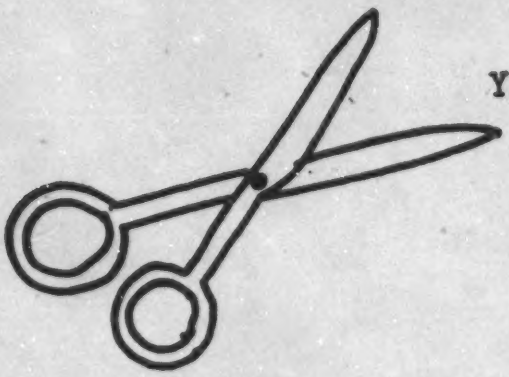


You need:

1. blocks
2. toy cars or pictures of cars
3. play money

Choose a friend to work with you. Use the blocks to make a garage where cars and trucks are sold. One person is the buyer and the other person is the clerk. Buy a car for the family. If there is time, change places so you each can be a buyer and a clerk.

THE FAMILY NEEDS . . .



You need:

1. magazines
2. catalogue
3. scissors
4. paste
5. construction paper

Choose two friends to work with you. Cut out pictures of food, clothes, cars, toys, and other items a family might need. Paste each picture on a piece of paper. Write the price on each paper.

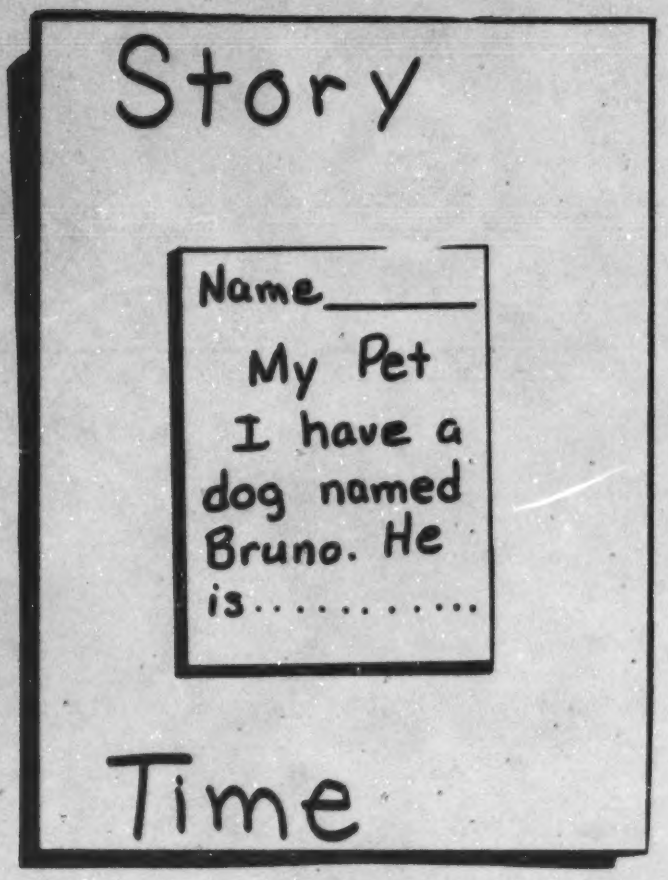
TASK CARD 10

$ $ $

You need:

1. pictures of clothes
2. play money

Choose a friend to work with you. Set up a clothing store in the corner of the room. Then, one person buys clothes for the family. The other person is the store clerk. If there is time, change places so both of you can be a buyer and a clerk.



TASK CARD 11

Which one?

You need:

1. paper
2. pencil

Write a story about one of these. Be sure to write the title on your paper.

1. Tommy's New Toy
2. New Clothes
3. Father Goes to Work
4. Mother Goes to Work
5. The Funny Vacation
6. Mary's New Toy
7. The Birthday Party
8. Our New House
9. My Pet
10. The New Car

FAMILIES WORK

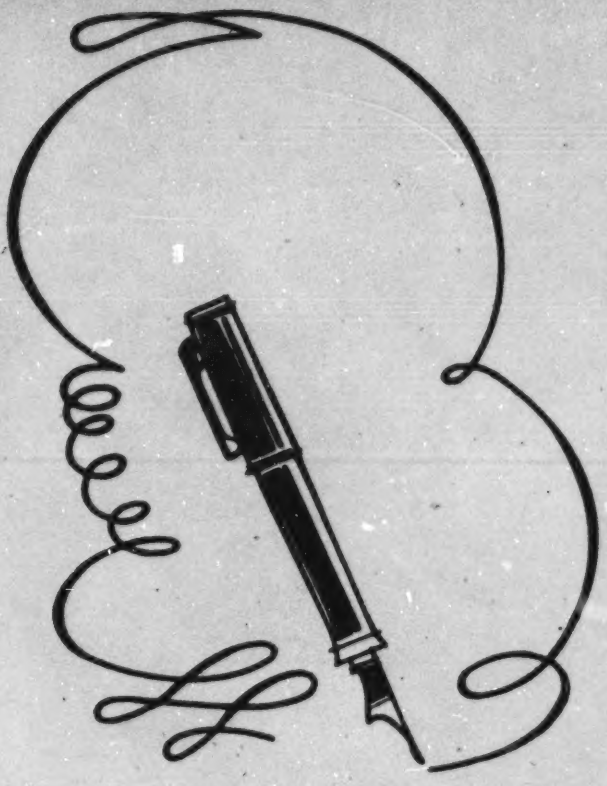
You need:

1. dress-up clothes
2. home center
3. doll

Choose two or three friends to work with you. Go to the home center. Be a family. Have fun. Some things you might want to do are:

1. set the table
2. fix dinner
3. feed the baby

What can you think of to do?



TASK CARD 13

ONE DAY I.....

You need:

1. paper
2. pencil

Write a story about one of these:

1. going to the doctor
2. losing a tooth
3. going to the dentist
4. being sick in bed
5. getting hurt
6. going to the hospital

TASK CARD 14

GRAPHING TIME

You need:

1. 1-inch graph paper
2. colored stars
3. pencil

Make a graph of one of the following:

1. the types of homes classmates live in
2. the different kinds of pets classmates have
3. the number of members in families
4. the jobs children do at home

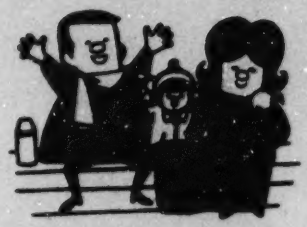
TASK CARD 15

WORK

OR

FUN

YEA, TEAM!

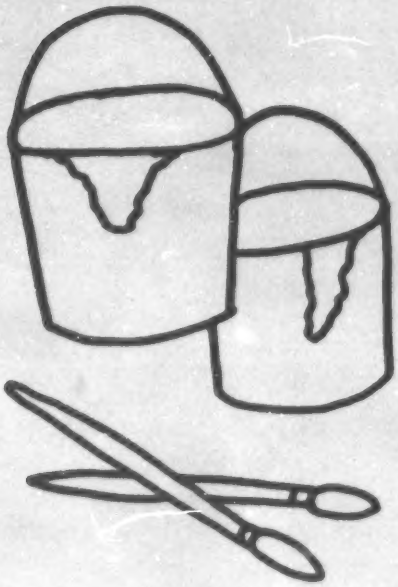


You need:

1. house
2. furniture
3. paper dolls

Choose two friends to work with you. Use the paper dolls to show how a family works and plays together.

TASK CARD 16



ARTISTS ALL!

You need:

1. paint
2. brushes
3. mural paper
4. paint shirts

Choose three friends to work with you. Make a mural for the classroom. Show these things on your mural:

1. the house
2. the family
3. the family working together
4. the family playing together

TASK CARD 17

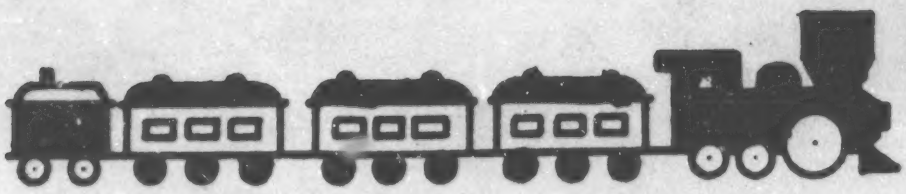
PETS ARE NICE!!

You need:

1. paper
2. pencil
3. crayons

What pet do you want? Write about your pet. Tell how you would take good care of it. Then draw a picture of your pet.

GO! GO! GO!



You need:

1. paper
2. pencil
3. crayons

Plan a vacation you would like. Tell what you would do to get ready to go away, where you are going, how you would get there, and what you would do on the vacation. Draw a picture to go with your story.

TASK CARD 19

CINDERELLA

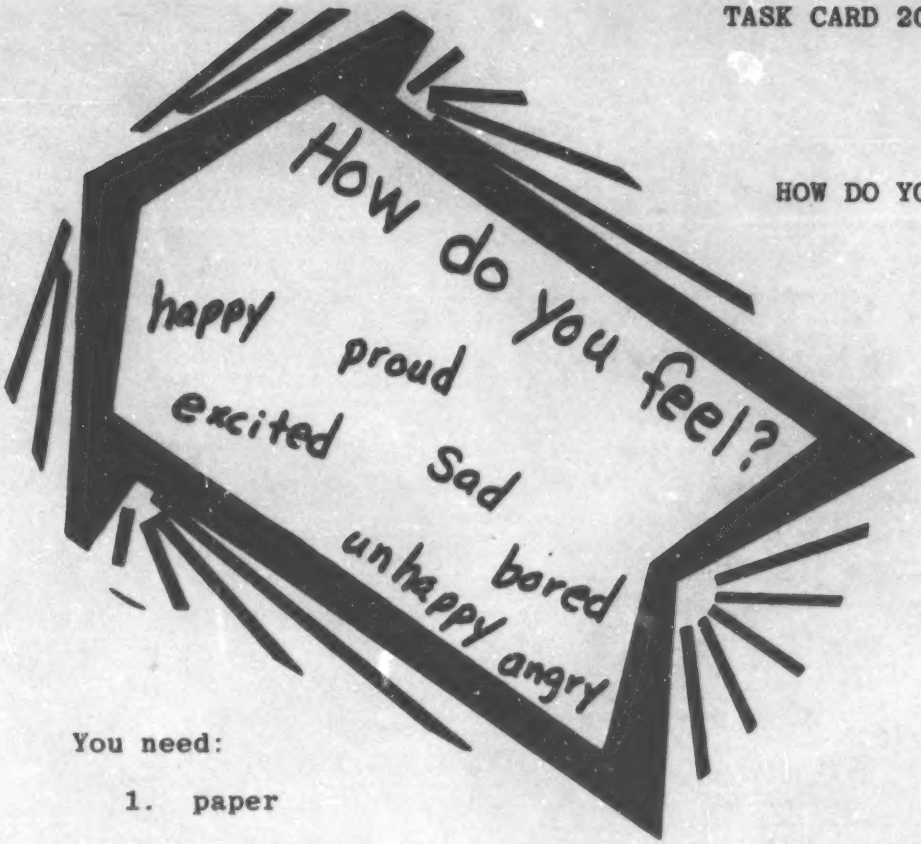
You need:

1. the store or record of "Cinderella"
2. someone to read the story

Listen to the story of "Cinderella." Be ready to answer the questions after the story.

1. How did Cinderella feel at the beginning of the story?
2. Who were the members of her family?
3. How did her step-mother and step-sisters act towards her?
4. How did Cinderella's feelings change?
5. Why was she happy at last?
6. How did Cinderella treat her family at the end of the story?

TASK CARD 20



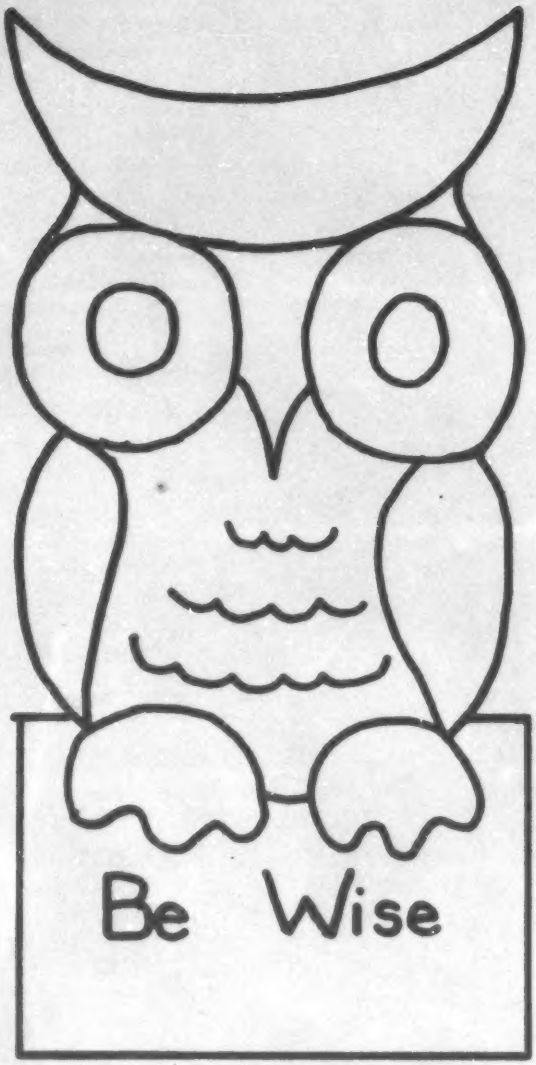
HOW DO YOU FEEL?

You need:

1. paper
2. pencil
3. crayons

Choose a friend to work with you. Choose 5 sentences. Copy and finish the ones you choose. Draw a face to show how the person would feel.

1. Mark was happy because . . .
2. Susan was excited because . . .
3. Mother was sad because . . .
4. Grandmother was crying because . . .
5. Father was unhappy because . . .
6. Jimmy was proud of . . .
7. Ann was mad because . . .
8. Kay was bored because . . .
9. Joe was angry because . . .



SAFETY FIRST

You need:

1. 12x18 manila paper
2. crayons
3. magazines
4. scissors
5. paste

Choose several friends to work with you. Think of some safety rules for the home. Use your crayons and pictures from magazines to make a safety book. Be ready to share the book with the class.

TASK CARD 22

MMM, MMM GOOD!

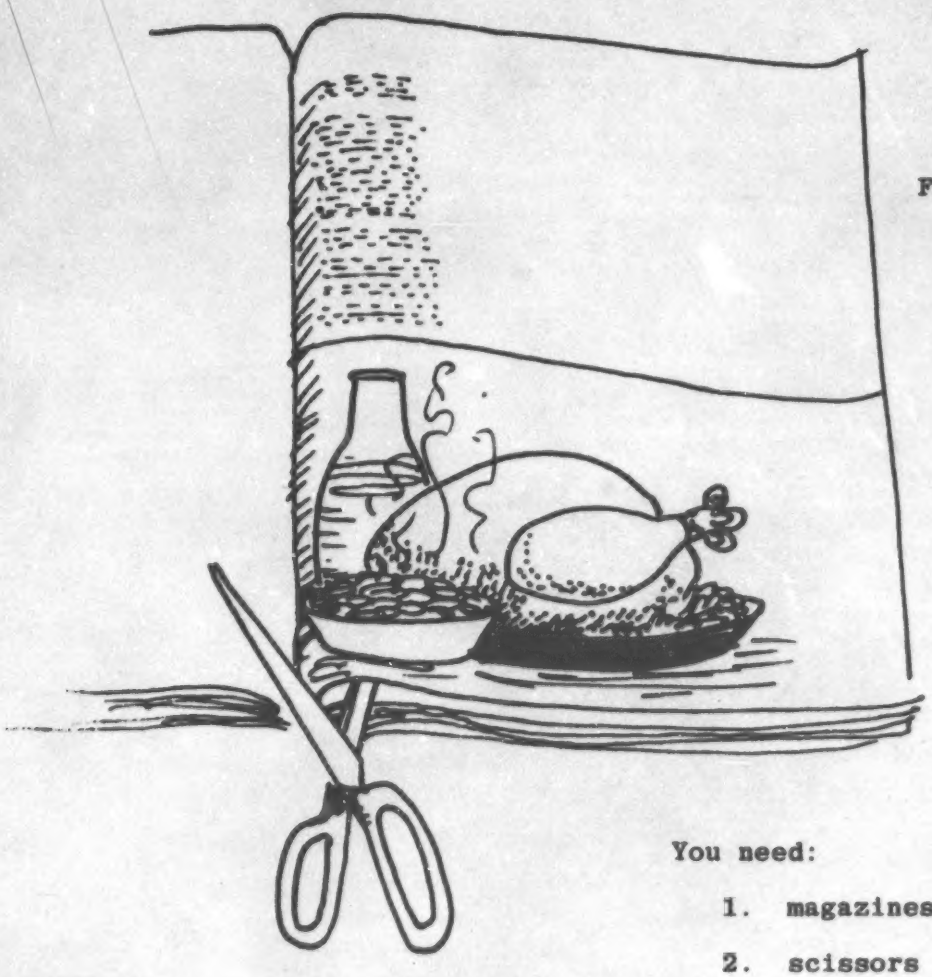
You need:

1. pictures of food
2. play money

Choose a friend to work with you. Set up a food store in a corner of the room. Then, one person buys food for the family. The other person is the store clerk. If there is time, change places so both of you can be a buyer and a clerk.

TASK CARD 23

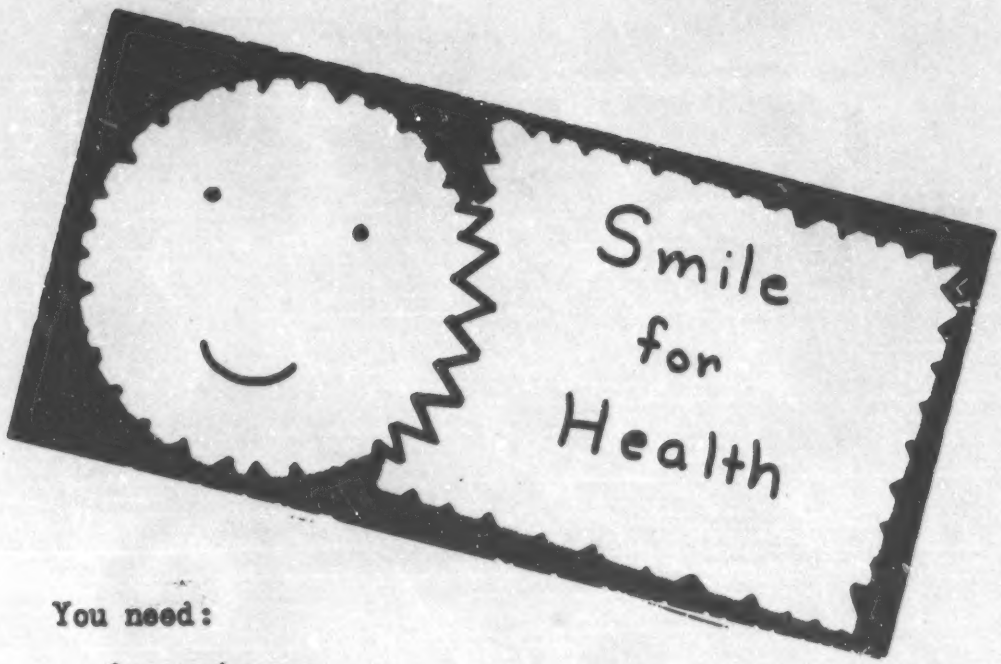
FOOD TO GROW ON



You need:

1. magazines
2. scissors
3. paste
4. paper plates

Choose a friend to work with you. Plan what you would eat for breakfast, lunch, and dinner. Cut out the food you want to eat. Paste the meals on paper plates.

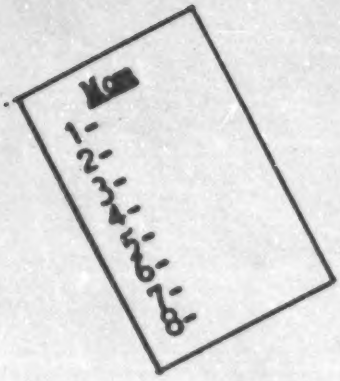


You need:

1. scissors
2. crayons
3. long piece of material such as burlap
4. yarn
5. scraps of material or wallpaper

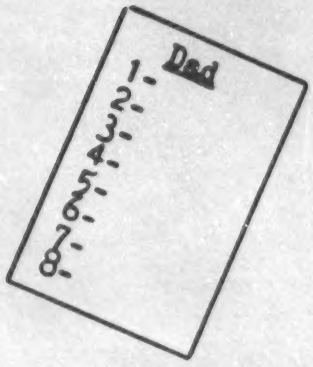
Choose two or three friends to work with you. Make a Good Health banner. Use all the materials you have. Be ready to share your project with the class. Then, give the banner to the nurse.

TASK CARD 25



WORK

TOGETHER

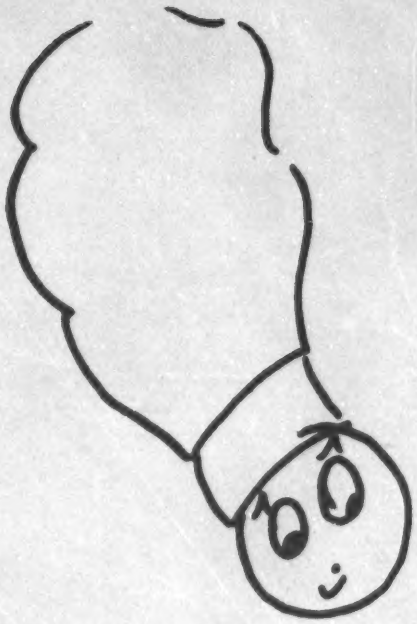


You need:

1. 2-3 x 5 cards
2. pencil

Have your parents list eight jobs that they do at home. Find out if they always do the same jobs. Find out if they ever switch jobs. You may want to invite your parents to visit class and tell about the jobs and responsibilities they share in the home.

TASK CARD 26



DAD'S
NIGHT
TO
COOK

You need:

1. paper
2. crayons

Color a picture to show a favorite meal that your Dad prepared. Be prepared to tell the class about other things your Dad does for the family that you especially appreciate or enjoy.

Mom - The

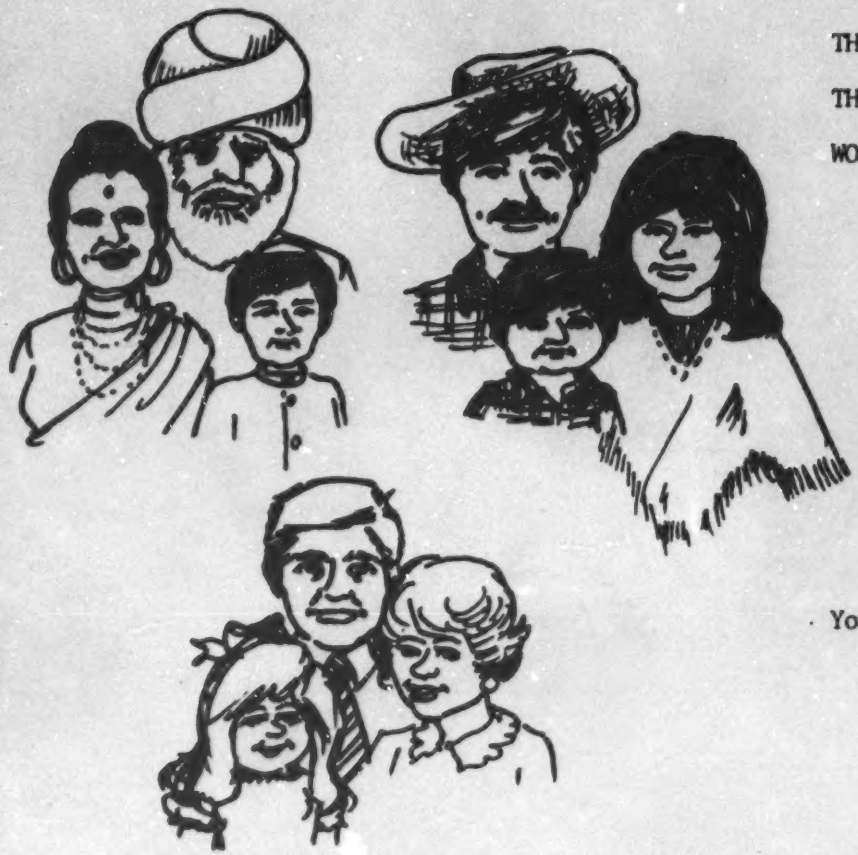
fix it Lady

You need:

1. Crayons
2. paper

Color a picture to show a household appliance or some equipment that your mom had to repair. Be ready to tell the class about other "repair jobs" that your mom handles that you appreciate.

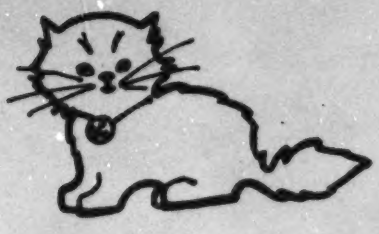
FAMILIES THROUGHOUT THE WORLD

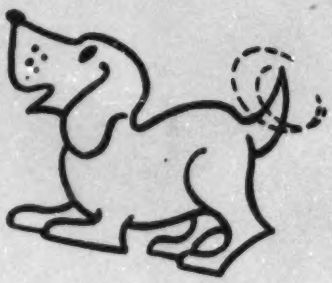


You need:

1. Books about foreign countries (select from those in the library or Social Studies sets)
2. Drawing paper
3. Crayons

Find pictures of families that live in countries other than the United States. How are their lives different than ours? How are their families like ours? Color a picture to show the foreign family you like. Be sure to have your teachers write the country represented.





TASK CARD 29

DIFFERENCES ARE NICE!

You need:

1. 12 x 18 newsprint
2. crayons
3. a friend to work with

How is your family different from your friend's family? Color a picture of your family while your friend colors a picture to show his or her family. Be ready to share your pictures with the class.